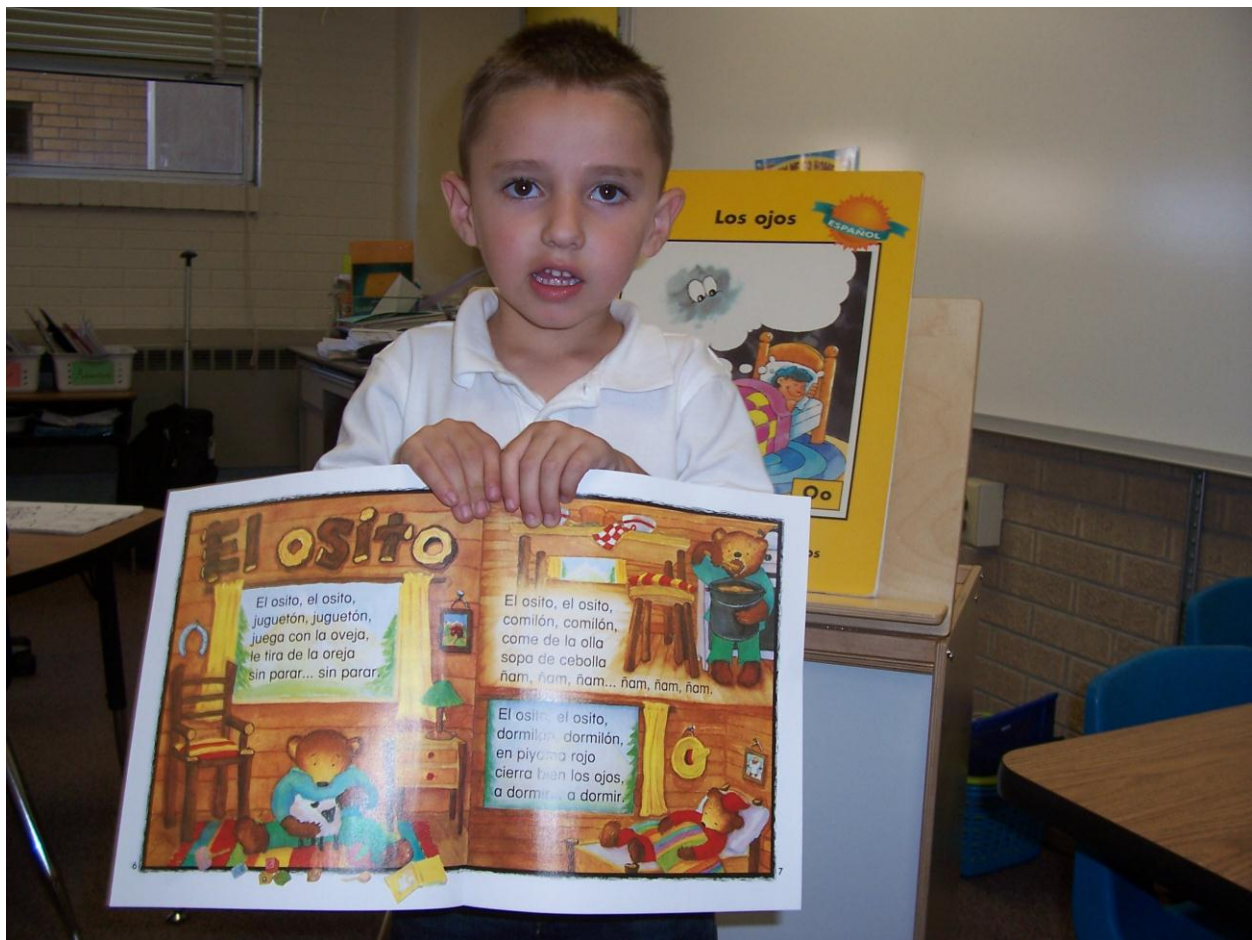


UTAH MIGRANT EDUCATION PROGRAM

COMPREHENSIVE NEEDS ASSESSMENT

December 2010

**Educational Research & Training Corporation
Bill Bansberg Ed.D. & Rich Rangel M.A.Ed.**



Utah Migrant Education Comprehensive Needs Assessment: December 2010

Preface

This Comprehensive Needs Assessment Report is written in response to the areas of non-compliance and required corrective actions cited by the monitor from the USDOE Office of Migrant Education on the review of the Utah Title 1, Part C, Migrant Education Program. A new comprehensive needs assessment was required by the OME monitor to be submitted to OME no later than December 30, 2010.

This report contains the new comprehensive needs assessment completed to respond to the findings in the OME corrective actions. The comprehensive needs assessment and this report were facilitated by Educational Research & Training Corporation which is an external research and evaluation provider that works with many states in migrant education.

It should be noted that the comprehensive needs assessment process in Utah began in 2005 and has been revisited each year. The Utah migrant education program has followed to the letter the guidance provided by OME still extant on the OME website. The purpose of the comprehensive needs assessment is to *“identify the special **educational** needs of migrant children and determine the specific services that will help migrant children achieve the State’s measurable outcomes and performance targets...”* The Utah CNA committee is charged (in OME guidance) with the identification of concerns to investigate to identify migrant students needs. The needs assessment process implemented as a result of these corrective actions has investigated concerns identified by the committee as well as potential needs identified by the OME monitor.

Introduction

The United States Office of Migrant Education requires that all states complete a comprehensive needs assessment in migrant education and use the results of that needs assessment to guide service delivery in the state. In addition, it is required that states use a continuous improvement model and evaluate the impact of the service delivery plan on student needs. The draft guidance

from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows:

The primary purpose of the comprehensive needs assessment is to guide the *overall design* of the MEP on a statewide basis. It is not sufficient to simply document the need for the program (e.g., 50 percent of migrant students are not proficient in reading, or 30 percent of migrant students do not graduate from high school). Rather, SEAs and local operating agencies must identify the special educational needs of migrant children and determine the specific services that will help migrant children achieve the State’s measurable outcomes and performance targets. . . .

SEAs are also required to develop a comprehensive State plan for service delivery that describes the strategies the SEA will pursue on a statewide basis to help migrant children achieve the performance targets that the State has adopted for all children in reading and math, high school graduation, reducing school dropouts, school readiness (where applicable), and any other performance target that the State has identified for migrant children.

The SEA's comprehensive State plan for service delivery is the basis for the use of all MEP funds in the State. . . .

The Utah Migrant Education Program began the development and implementation of the comprehensive needs assessment process in 2005. The CNA committee has continued to work to target needs over the past five years in concert with an external evaluator (Educational Research & Training Corporation). The original committee consisted of the following members: Kreig Kelley, Utah Department of Education Title I and Homeless Education Specialist; Hilda Lloyd, Jordan School District Migrant Education Recruiter; David Gomez, Granite School District, Sandy Elementary School Principal; Max Lang, Utah State Director of Migrant Education; Kelly James, Cache School District Migrant Administrator; and Curt Jenkins, Cache School District Administrator. An additional member was added to the committee in 2007 from a community agency (Centro de la Familia de Utah) Consuelo Saldana-Neilson. The committee has revised the original concern statements based on current data regarding students' needs to include concerns identified by the OME monitor. The revised concern statements are as follows:

1. We are concerned that instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master reading and writing.
2. We are concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics.
3. We are concerned that English instruction for migrant students may not link students' native language in a way that supports English language acquisition or consider students' skill levels in reading, writing, and mathematics in their native language.
4. We are concerned that health issues may be affecting the ability of migratory children to effectively participate in school.

Data Collection

Data was collected using both quantitative and qualitative techniques to identify the needs of priority for service and other migrant students based on each of the concern statements. The

committee, with the assistance of ERTC staff, incorporated the following strategies to identify needs based on the concern statements:

- a. In order to investigate the concern statement regarding migrant student needs in foundational skills for language arts, the data collection format utilized a body of evidence to include the following:
 - 1. English language proficiency test scores;
 - 2. State assessment scores in language arts and math
 - 3. teacher ratings of proficiency in relation to Utah content standards in reading; and math; as well as
 - 4. onsite interviews with teachers, administrators, students and parents.

Data collection forms were developed to collect teacher ratings based on Utah content standards to be completed by summer school teachers for each individual student. These forms also included other demographic and test data as well as scores from the UAPLA which assess English language proficiency.

- b. In order to investigate the concern statement regarding migrant student needs in foundational skills for math, it was decided that the data collection format would also include a body of evidence as follows:
 - 1. English language proficiency test scores;
 - 2. State assessment scores in language arts and math
 - 3. teacher ratings of proficiency in relation to Utah content standards in reading; and math; as well as
 - 4. onsite interviews with teachers, administrators, students and parents.

The data collection forms to be completed by teachers for each individual student also included demographic information.

- c. A variety of strategies were used in order to investigate the concern statement regarding the needs of ELL migrant students including:
 - 1. UAPLA pre-test and post-test scores;
 - 2. Analyze the impact of English language proficiency on reading and math achievement; and
 - 3. onsite interviews with teachers, administrators, students and parents.
- d. The strategies which were used in order to investigate the concern statement regarding the other needs of migrant students which may effect achievement such as health and social needs including:
 - 1. onsite interviews with teachers, administrators, students and parents.

The committee charged ERTC staff with the responsibility of developing the survey instruments and processes. These were reviewed by the committee and approved for administration over the summer and fall of 2010 to the stakeholders.

Each local migrant program was required to distribute data collection forms for individual students to all teachers and collect the completed student forms by December 1st, 2010 to be forwarded to the Utah State Office of Education or entered directly by local districts into the MAPS system online database. The data from the MAPS system was analyzed by ERTC, shared with the CNA committee, and then based on their recommendations compiled into this report.

Additional performance data, including state assessment scores and English language proficiency test scores were downloaded into the MAPS system from Utah State Data Warehouse. This data was also included in the analysis by ERTC.

Finally, ERTC staff conducted structured onsite interviews at three Utah MEP sites (North Sanpete, Millard, and Nebo) in the state (meeting with administrators, teacher, students, and parents) in relation to all four concern statements.

All data collection formats are included in Appendix A of this report.

CNA Analysis and Results

Concern Statement 1: We are concerned that instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master reading and writing.

Analysis: Data forms to assess language arts needs were collected for 1184 students (this represents a significant number of all Utah migrant students for the 2010-2011 program year). Data included student migrant identification number and grade level. In addition, for students who took the English language proficiency assessment (UAPLA), their pre-test and post-test score was included. State assessment scores in language arts were available for only 57% of students because the state assessment was not administered during the enrollment period of many students (due to mobility). However, teachers were asked to rate student proficiency for all students according to grade level for each Utah state content standard in language arts using the same 4-point rubric incorporated into the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Students were rated by teachers at all grade levels Kindergarten - Grade 12.

MAPS Data: Number of Students Assessed By Grade Level

Grade Level	Total Students Assessed
Kindergarten	114
1st Grade	106
2nd Grade	106
3rd Grade	106
4th Grade	85
5th Grade	76
6th Grade	82
7th Grade	62
8th Grade	73
9th Grade	55
10th Grade	59
11th Grade	50
12th Grade	36

A critical piece of the CNA is to identify the needs of priority for service students. Priority for service students are those who have had their education interrupted in the past year and who are at risk academically. For the purposes of this analysis, surveyed students were considered to be priority for service if they averaged less than a 3.0 on Utah language arts standards (3.0 = proficient in the standards) and had their education interrupted within the last year. Based on these criteria, there were 529 Priority for Service (PFS) students identified out of the 1184 total in reading (language arts). All 529 PFS students in language arts were assessed as part of the comprehensive needs assessment.

MAPS Data: Number of Priority for Service (PFS) Students By Grade: Language Arts

Grade Level	Total PFS Students
Kindergarten	70
1st Grade	67
2nd Grade	62
3rd Grade	70
4th Grade	56
5th Grade	58
6th Grade	52
7th Grade	17
8th Grade	21
9th Grade	20
10th Grade	18
11th Grade	13
12th Grade	05

Teachers were asked to rate student proficiency for all students across all language arts standards (Based on a 4-point rubric (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). The average proficiency rating across all standards for students K-6 in language arts was 2.32 (or between slightly above basic proficiency) and for Grades 7-12 in language arts it was 2.15 (or at the basic level of proficiency across all language arts standards).

In terms of skills teachers rated the highest academic reading needs for priority for service students K-12 to be as follows:

Migrant Student Needs in Reading Based on Teacher Ratings: PFS Students

Grade Level	Highest Areas of Need	Average Rating
K-6	Writing	1.84 (Below Basic)
	Comprehension	1.94 (Basic-)
	Fluency	1.96 (Basic-)
7-12	Inquiry	1.72 (Below Basic)
	Writing	1.83 (Below Basic)

The needs assessment process also allowed for data to be collected regarding the effectiveness of particular migrant programs and instructional strategies to facilitate reading achievement.

Reading Proficiency By District

District	Average Rating*
Beaver	2.60
Box Elder	2.37
Cache	2.88
Davis	2.48
Logan	2.12
Millard	2.13
Nebo	2.33
North Sanpete	2.40
Ogden	2.37
Piute	2.16
Sevier	2.12
South Sanpete	1.98
Washington	2.44

* 4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic

The district with the highest ratings in reading proficiency was Cache. Cache was also identified in the previous needs assessment (CNA 2008) as the program with the highest teacher ratings in reading proficiency. Based on interview results with the Cache administration and instructional staff the following strategies were identified as the most effective to facilitate reading proficiency for migrant students:

1. Targeted tutoring based on student needs
2. Small group instruction
3. Instructional materials designed to meet the needs of migrant students and targeted on individual needs.

Concern Statement 2: We are concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics.

Analysis: Data forms to assess math needs were collected for 1184 students. State assessment scores in math were available for only 54% of students because the state assessment was not administered during the enrollment period of many students (due to mobility). However, teachers were asked to rate student proficiency for all students according to grade level for each Utah state content standard in math using the same 4-point rubric incorporated into the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Students were rated by teachers at all grade levels Kindergarten - Grade 12. A critical piece of the CNA is to identify the needs of priority for service students. Priority for service students are those who have had their education interrupted in the past year and who are at risk academically. For the purposes of this analysis, surveyed students were considered to be priority for service if they averaged less than a 3.0 on Utah math standards (3.0 = proficient in the standards) and had their education interrupted within the last year. Based on these criteria, there were 549 Priority for Service (PFS) students identified out of the 1184 total in math. All 549 PFS students in math were assessed as part of the comprehensive needs assessment.

MAPS Data: Number of Priority for Service (PFS) Students By Grade: Math

Grade Level	Total PFS Students
Kindergarten	71
1 st Grade	68
2 nd Grade	63
3 rd Grade	68
4 th Grade	61
5 th Grade	58
6 th Grade	59
7 th Grade	18
8 th Grade	21
9 th Grade	22
10 th Grade	19
11 th Grade	15
12 th Grade	06

Teachers were asked to rate student proficiency for all students across all math standards. Based on a 5-point rubric (5 = Advanced, 4 = Accelerated 3 = Proficient, 2 = Basic, 1 = Below Basic) the average proficiency rating across all standards for students K-6 in math was 2.33 (basic +). There is no overall average math proficiency for grades 7-12 because math at the secondary level is divided into separate classes, In terms of skills teachers rated the highest academic reading needs for students K-12 who are priority for service (PFS) to be as follows:

Migrant Student Needs K-12 in Math Based on Teacher Ratings: PFS Students

Grade Level	Highest Areas of Need	Average Rating
K-6	Measurement	1.93 (Basic-)
	Data & Probability	1.95 (Basic-)
	Patterns & Algebraic Concepts	2.06 (Basic)
Grades 7-12	Pre-algebra	1.96 (Basic-)
	Algebra	2,19 (Basic)

The needs assessment process also allowed for data to be collected regarding the effectiveness of particular migrant programs and instructional strategies to facilitate math achievement.

Math Proficiency By District

District	Average Rating*
Beaver	2.50
Box Elder	2.28
Cache	2.73
Davis	2.26
Logan	2.66
Millard	2.08
Nebo	2.37
North Sanpete	2.35
Ogden	2.26
Piute	2.25
Sevier	2.41
South Sanpete	1.93
Washington	2.56

* 4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic

The district with the highest ratings in reading proficiency was Cache (2.74) followed by Logan (2.66). Cache and Logan sites are part of the same school district. Cache was also identified in the previous needs assessment (CNA 2008) as the program with the highest teacher ratings in math proficiency. Based on interview results with the Cache administration and instructional staff the strategies that were identified as the most effective to facilitate math proficiency for migrant students were similar to those strategies that were effective in reading:

1. Targeted tutoring based on student needs in math
2. Small group instruction
3. Instructional materials designed to meet the needs of migrant students and targeted on individual needs.

Concern Statement 3: We are concerned that English instruction for migrant students may not link students' native language in a way that supports English language acquisition or consider students' skill levels in reading, writing, and mathematics in their native language.

Analysis: There were 55 students (of the 174 assessed) whose score on the UAPLA indicated that they were non English Language proficient or limited English language proficient. This is equal to thirty-two percent of tested participants. This is a very low percentage of limited English proficient students in comparison to other state migrant programs. In addition, the onsite interviews indicated that limited English proficiency is a significant barrier to student success for many Utah migrant students. It may be that the low number of Utah migrant students tested using the UAPLA skewed the results. The following chart indicates the average level of proficiency on a three point scale (1 = Pre-emergent English speaker, 2 = Emergent English speaker, 3 = Intermediate English Speaker), 4 = Advanced, and 5 = Fluent English speaker on the UAPLA.

UAPLA Data: Average Score By Grade Level

Grade Level	Average Score
Kindergarten	2.23
1st Grade	2.96
2nd Grade	5.00
3rd Grade	5.00
4th Grade	5.00
5th Grade	4.75
6th Grade	5.00

The Utah Migrant onsite visits of teachers and administrators cited limited English proficiency as the significant barrier to student success. The onsite interviews with administrators, teacher, students, and parents as well as the meeting with state migrant PAC also indicated that the need for English language proficiency was a top priority. The interviews indicated a need for staff development in ESL strategies as well an increase in the numbers of bilingual staff and

instruction. There were also several respondents who indicated that an increase in Spanish language instructional materials was needed.

Concern Statement 4: We are concerned that health issues may be affecting the ability of migratory children to effectively participate in school.

Analysis: The OME monitor raised the concern that the needs assessment in the past did not address other areas of need that can affect migrant student success in school. Toward that end the need for other services such as health, social services, and parent literacy was investigated.

The onsite structured interviews were used to identify other services needed to facilitate student success in school. The onsite interviews were completed with three administrators one from each of the three different MEP target sites, six teachers from three different MEP sites, twenty-seven students from three different MEP sites, and twenty-five parents from three different MEP sites. The following summarizes the comments and input of all stakeholders in regard to migrant students needs:

Utah Onsites—December 1-2, 2010
EDUCATIONAL RESEARCH & TRAINING CORPORATION
Migrant Education Program Comprehensive Needs Assessment
Structured Interview Format

Programs: Millard, Nebo, North Sanpete

Administrator Interview Questions:

- | | | |
|---|--|---|
| 1. <i>What is your main goal for the Migrant Education program?</i> | Help parents to help their children in reading | |
| | Language issues | Mobility |
| 2. <i>How are parents involved in your Migrant Education program?</i> | Tell the school what students' needs are | |
| | Parents should be involved in committees | Latinos in Action group |
| | Parent English class | Parent Literacy Center |
| 3. <i>What are students' needs in reading?</i> | Comprehension | Vocabulary |
| | Background knowledge | Language barriers |
| 4. <i>What could the Migrant program do to improve reading performance?</i> | Aware of language issues | Mobility is a problem |
| | Academic language is a need | Continuity |
| | Provide summer program | After-school program |
| | More time in program will help reading | Comprehension—BICS and CALP |
| | Parents can't help if they don't read | Vocabulary |
| 5. <i>What are the students' needs in math?</i> | Vocabulary | Problem solving |
| | Background knowledge | Math is low for all students, not just Migrant students |
| | Missing foundational skills | |
| 6. <i>What could the Migrant program do to improve performance in math?</i> | More real and applicable real life math | More and better help in applying math |
| | Math—target problem solving | |

7. *What could the program do to better help students graduate from high school?*
 - Involvement in the school culture—sports, music, activities
 - Regular school program money is used mostly for aides and supplemental services
 - A system is in place for credit recovery if needed
 - Academic language
 - Summer program
 - Call parents first
 - Mobility is always a problem
 - Tracking kids to make sure they are targeted
8. *What should the program do to help students in readiness for kindergarten (or) 1st grade?*
 - Language—many speak Spanish at home and have not learned English yet
 - Not a lot of home practice
 - Early literacy
9. *What do you think would make the Migrant Education program better?*
 - More flexibility in eligibility determination
 - Extended time for summer school
 - Professional development—culture based
 - Regular year—migrant aide service at secondary level
 - School Principal—we need to reach out more to the family
 - More cultural understanding
 - More people at the health fair—continue to offer services
 - Track students to make sure they are successful
10. *What instructional strategies have been most effective in reading and math?*
 - Extended time
 - Health is not an issue
 - Health is not the first priority—reading and math is
 - Professional development
 - Some dental issues

Teacher Interview Questions:

- # Utah Migrant Education Comprehensive Needs Assessment 2010

Teacher Interview Questions (continued):

13. What are students' needs in reading?

Comprehension—background knowledge ESL Issues
Have social language—need academic language

14. What could the Migrant program do to improve reading performance?

Read and writing in native language Have before-school and after-school programs
Celebrate culture Build background knowledge
Vocabulary—teach to use the library

15. What are the students' needs in math?

Word problems Academic language
Vocabulary Understanding
Basic counting 1-10 Matching (patterns, etc.)

16. What could the Migrant program do to improve performance in math?

Target vocabulary Problem solving skills
Real life connections Hands-on problems
Total Physical Response (TPR)

17. What could the program do to better help students graduate from high school?

Involvement in extra-curricular activities

18. What should the program do to help students in readiness for kindergarten (or) 1st grade?

Students have low English skills Might know more colors/shapes
Know more letters Language
Low early literacy Limited readiness
Not exposed to books, crayons, etc. Not a lot of background knowledge

19. What do you think would make the Migrant program better?

More materials More teacher aides
More computer time More reaching out to parents
Summer program—aides are funded Professional development for teachers
Waterford Program

Teacher Interview Questions (continued):

20. What instructional strategies have been most effective in reading and math?

Materials in English and Spanish	English is biggest issue
Cultural influence	Hands-on manipulatives
SIOP materials	
More parent involvement—they need to know how to help kids	
No real health issues	Clinic in summer
Some dental problems	

Total Number: 6

Student Interview Questions:

1. What do you think the purpose of the Migrant Education program is?

Learn more with extra help	Improve English for students
Enhance reading—more attention to migrant students	

2. Have you participated in any Migrant Education program activities?

Field trips—students and parents get to go	Swimming
Parent Conference	Classes in English

3. Has the Migrant program helped to improve your reading?

Yes—group reading	More reading at home
Summer school has helped improve reading	GED in Spanish would be good

4. What could the Migrant program do to help you improve in reading?

Computer Lab—Learn English Program	More help in language and reading
Student feels the program has helped	

5. Has the Migrant program helped you to improve your performance in math?

Yes—Computer lab	Need more help to get credit
Lessons and assignments in class with small groups	

6. What could the Migrant program do to help you in math?

Do OK—but more credits

7. What things could the program do to help you graduate from high school?

More information on credits

Student Interview Questions (continued):

8. *What things could teachers do to help kids in readiness for kindergarten?*
Pre-school is provided—some families need to qualify
9. *What do you think would make the Migrant Education program better?*
Make summer school longer Students need more time with counselors
About credits needed for graduation English Language program
Letter sounds

Total Number: 27

Parent Interview Questions:

1. *What do you think the purpose of the Migrant Education program is?*
Review and pay attention to what happens in school
There are people in the program to help learn English
Focus on learning and not lose what has been learned
Assistance to complete paperwork and school forms
Students need extra help A lot of help in class with English
Orient parents to the education system Because of mobility, program helps the students
2. *Have you participated in any Migrant Education program activities?*
Parent Conferences Back to School Night
Need more parent conferences to see if students are keeping up
Web page for parents and students to keep track of grades, etc.
Parent asked about classes for parents—this is provided in English and Spanish for GED
Use of computers
3. *Has the Migrant program helped to improve your child's performance in reading?*
Yes—the program has helped the children to read better
They get a chance to read and review things that have happened
Every day there are activities for better reading
Children love summer school—learn more skills, more understanding, more time learning English
Different activities after school
Opportunities to participate in what is happening in school
Pizza parties for reading better—20 minutes of reading at home

Parent Interview Questions (continued):

4. What could the Migrant program do to help your child improve in reading?

Parents would like to learn English better to help their children at home	
More materials and lectures	Set goals and objectives to reach
More homework that progresses toward the goals	
Books to take home	Easier books—leveled literacy
Books both in English and Spanish	School plays—help in reading (scripts)

5. Has the Migrant program helped to improve your child's performance in math?

More materials	Parents said children need more help in math
Demonstrate the motivation to learn	More classes for credits
More homework focused on skills	Parents said children need more help with numbers

6. What could the Migrant program do to help your child improve in math?

Parent get information sent home to help at home	
Program is doing OK for the children	More classes in math
More materials	More classes for credits for graduation
More time and practice in math	How to help at home with math work
More ways to let students advance farther	Better explanation of lessons
More instructions and examples sent home for the parents	

7. What things could the program do to help your child graduate from high school?

Set motivation for student	More meetings to explain requirements
Credits for graduation	Internet classes
More counselor help	Also parent/teacher meetings
Get more information	

8. (If parents have pre-schoolers) What things could the program do to help your child in readiness for kindergarten (or) 1st grade?

Pre-school is provided	Waiting list for Headstart based on income
Test to qualify for pre-school	Kindergarten readiness
Ability to pay	Most parents don't qualify
Space and dollars needed	Summer school is provided

9. What do you think would make the Migrant Education program better?

After-school program would help	Give math examples in Spanish
Need information in Spanish	Instructional materials in Spanish
Health is not an issue—services are provided by other agencies for students and some provide services for parents	

Total Number: 25

Summary of Needs Assessment Results

The analysis of the data was performed by ERTC and the information was used by the CNA committee to develop the recommendations for the service delivery plan. The following summarizes key results:

1. There were significant numbers of K-12 students, administrators, teachers, and parents assessed as part of the CNA to provide valid results based on data.
2. The areas of greatest need in language arts K-12 for migrant students for which all data sources were in agreement were **writing and comprehension**.
3. The areas of greatest need in math K-12 for migrant students for which all data sources were in agreement were **measurement and algebraic concepts**.
4. The onsite interviews also indicated similar priorities (needs): **English language proficiency, reading proficiency, math proficiency, and parent involvement in student academic support**.
5. Health issues were **not** identified as a significant need from any data source. Although almost all of the local migrant programs provide health services through non-profit providers as well as Health Fairs each program year. These services include medical, vision and dental services free of charge for migrant families.
6. The most effective strategies to facilitate reading and math achievement include: targeted tutoring based on student needs; **small group instruction; instructional materials designed to meet the needs of migrant**.

The CNA committee will review the needs assessment data from this report in January of 2011 to make recommendations to refine performance targets and measurable outcomes for the Utah Service Delivery Plan. The Service Delivery Plan will be completed and submitted to OME by February 15th, 2011

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APPENDIX A

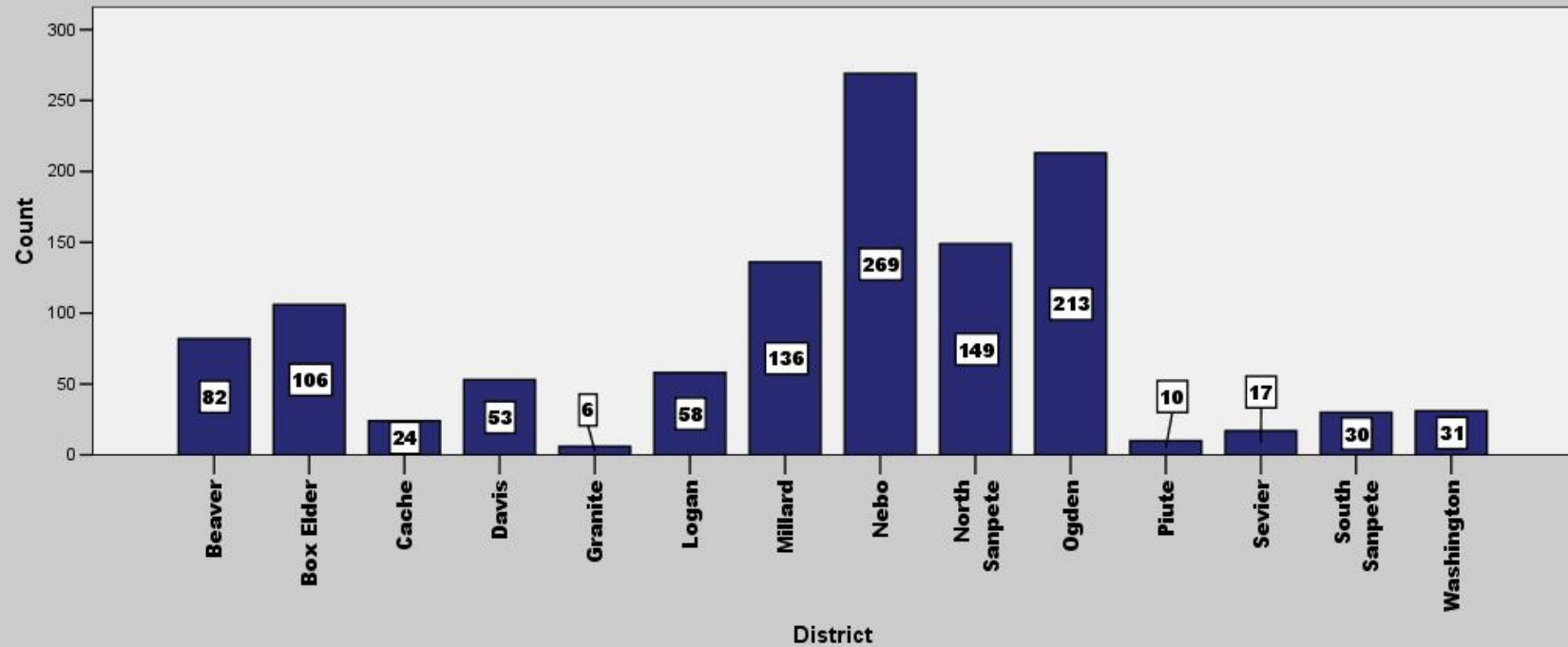
Data Collection Forms

APPENDIX B

Needs Analysis Graphs

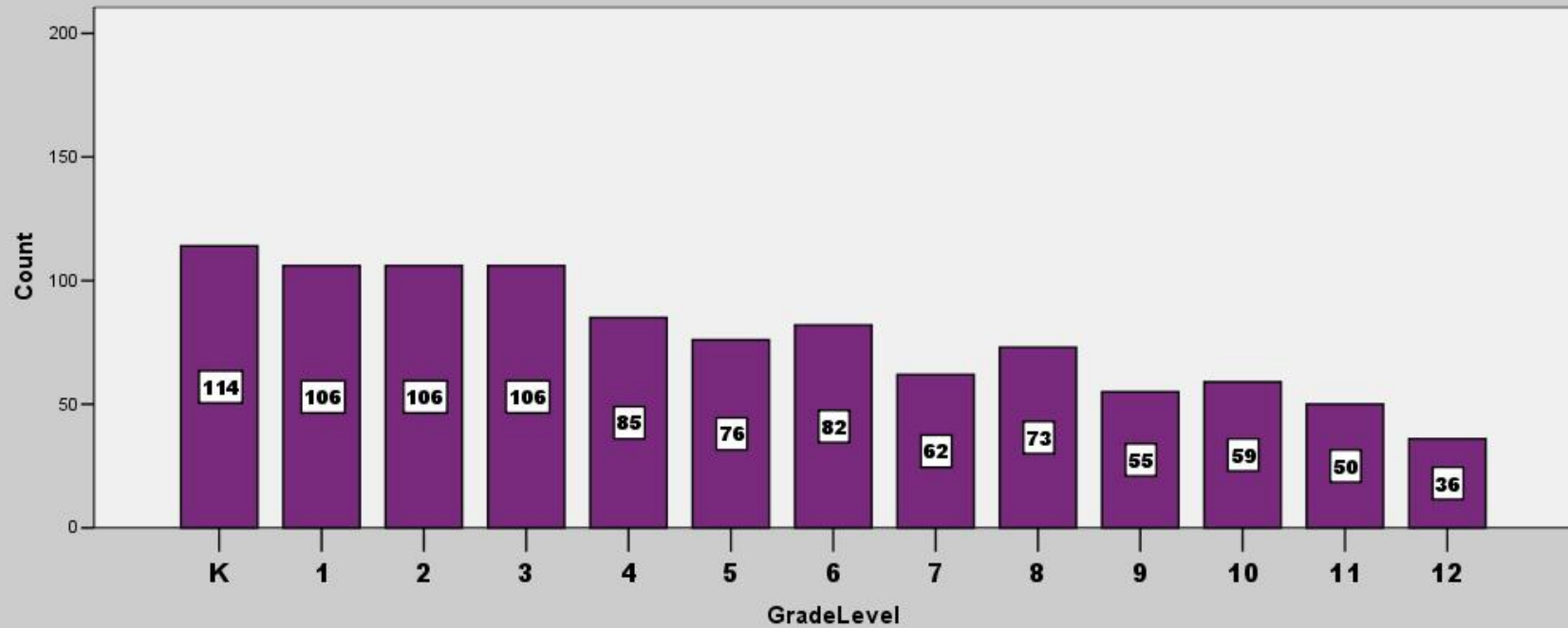
Utah Migrant Program: 2009-2010

Students By District Participating in the Needs Assessment: N = 1184



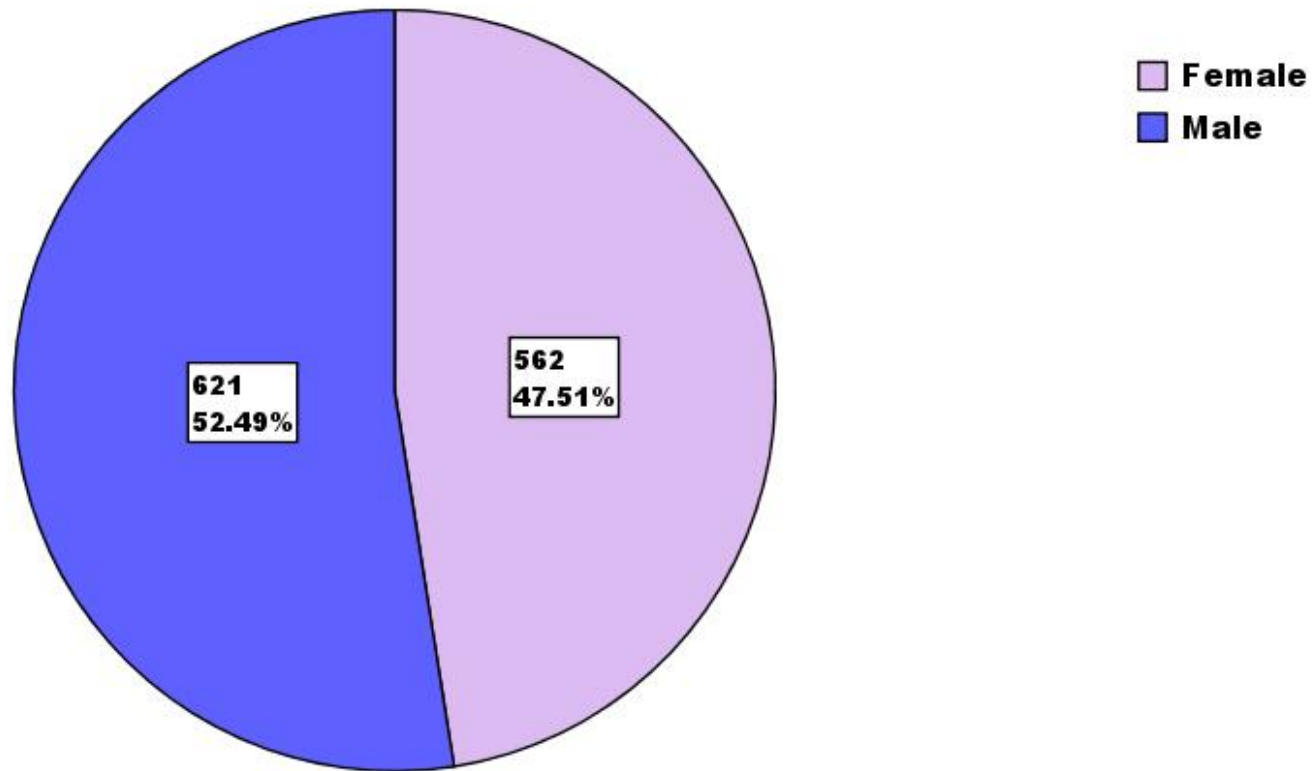
Utah Migrant Program: 2009-2010

Students By Grade Participating in the Needs Assessment: N = 1184



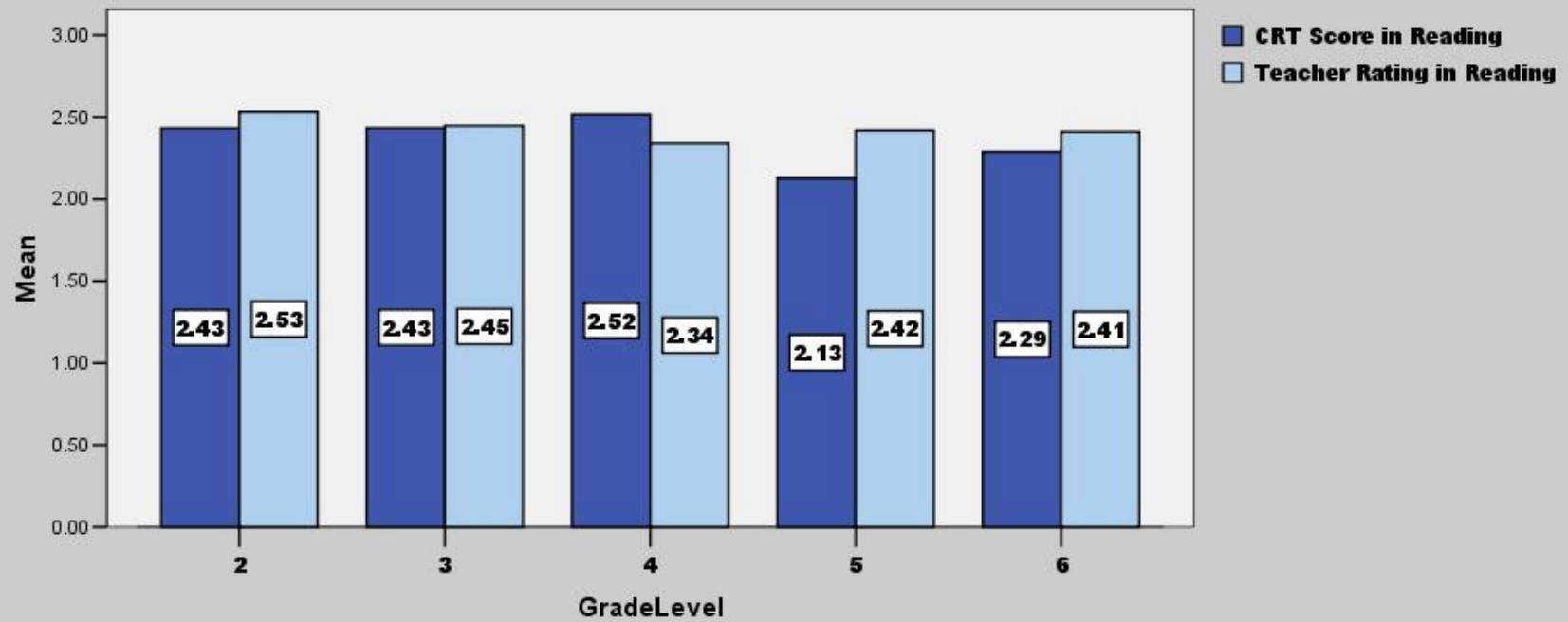
Utah Migrant Program: 2009-2010

Participants in Needs Assessment By Gender



Utah Migrant Program: 2009-2010

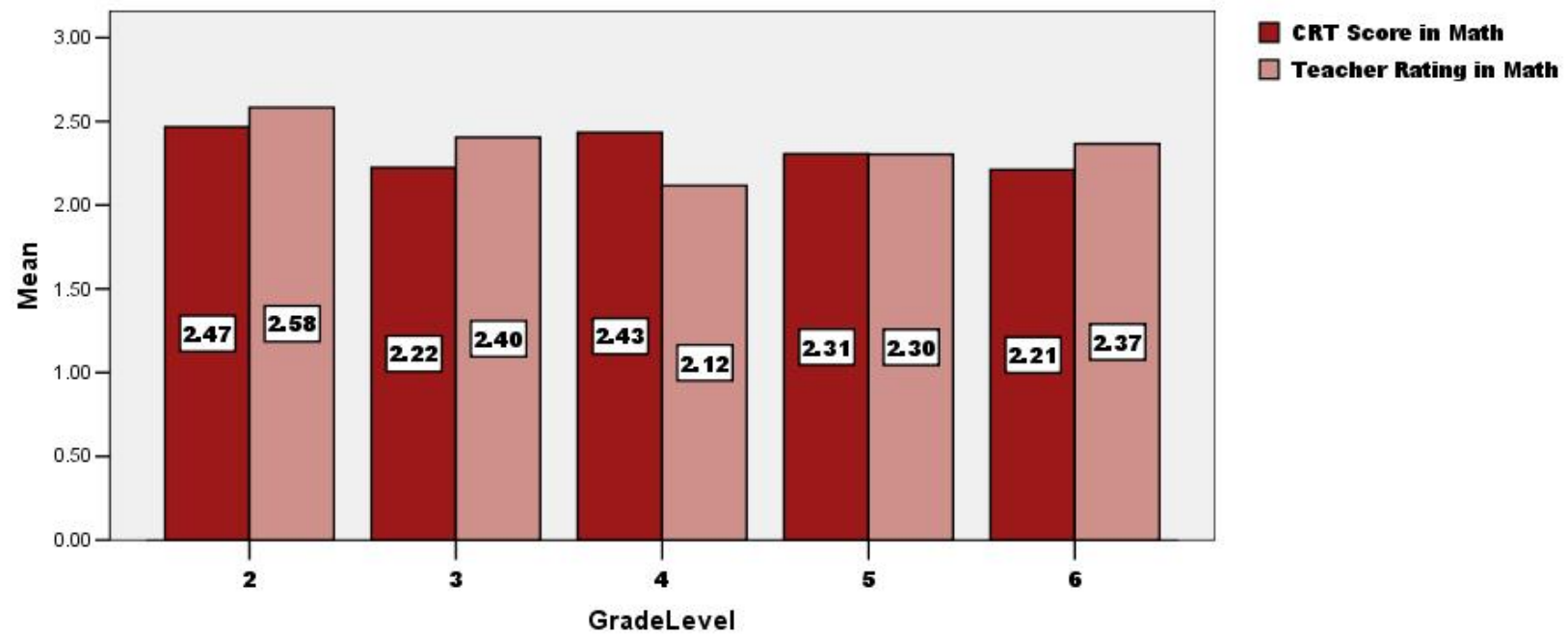
Reading Proficiency: CRT with Teacher Ratings



4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

Utah Migrant Program: 2009-2010

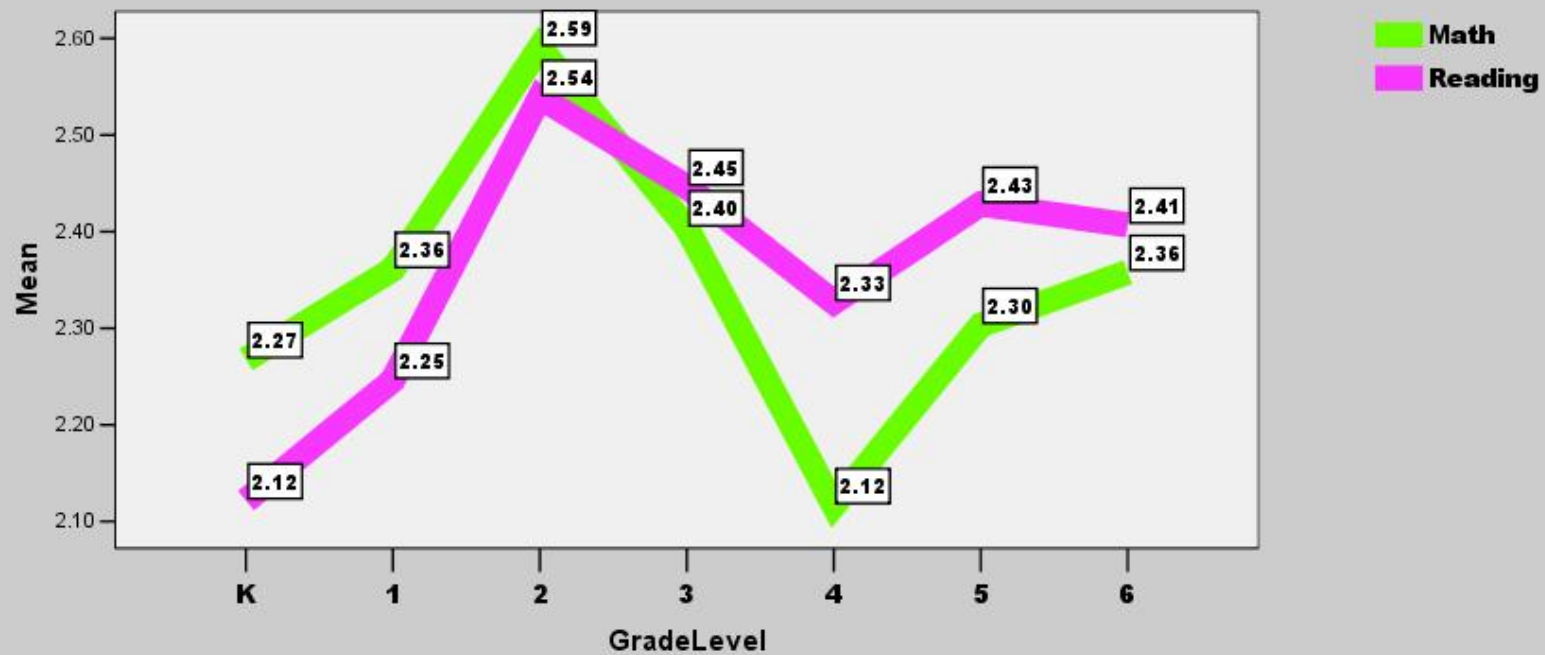
Math Proficiency: CRT with Teacher Ratings



4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

Utah Migrant Program: 2009-2010

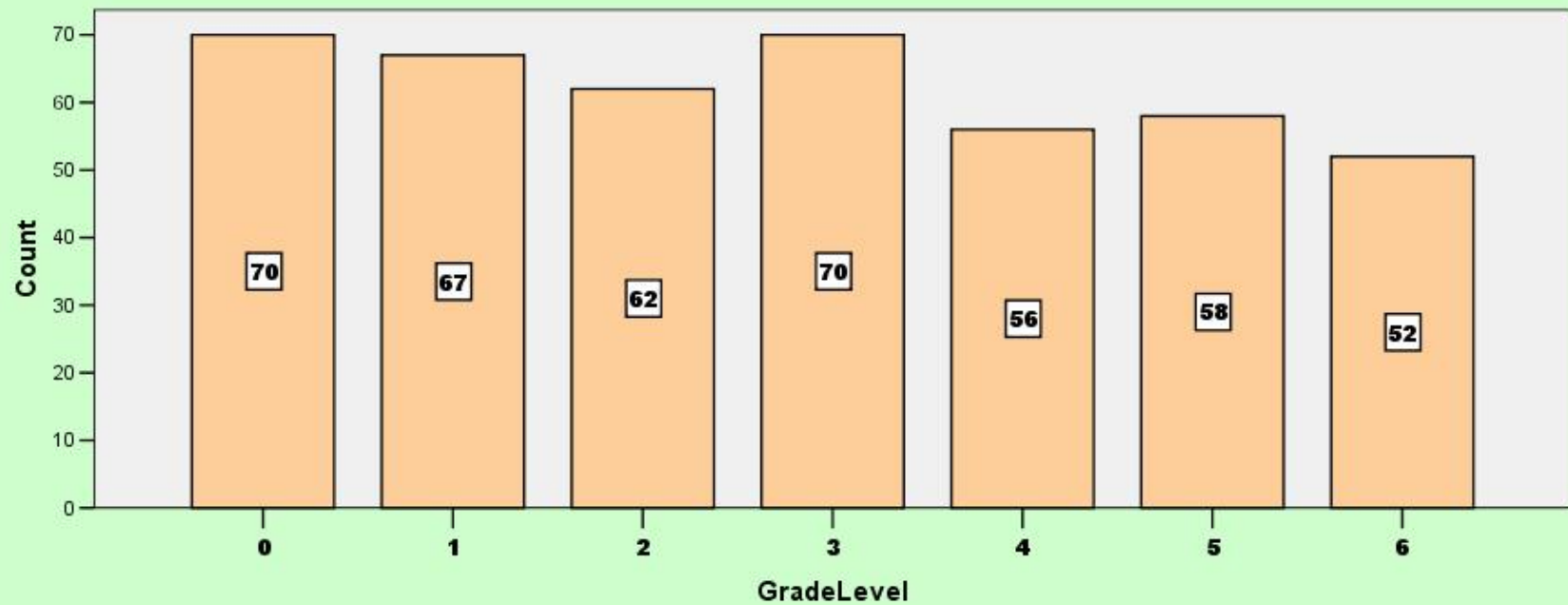
Average Teacher Ratings in Reading & Math: Grades K-6 (N = 675)



4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

Utah Migrant Program: 2009-2010

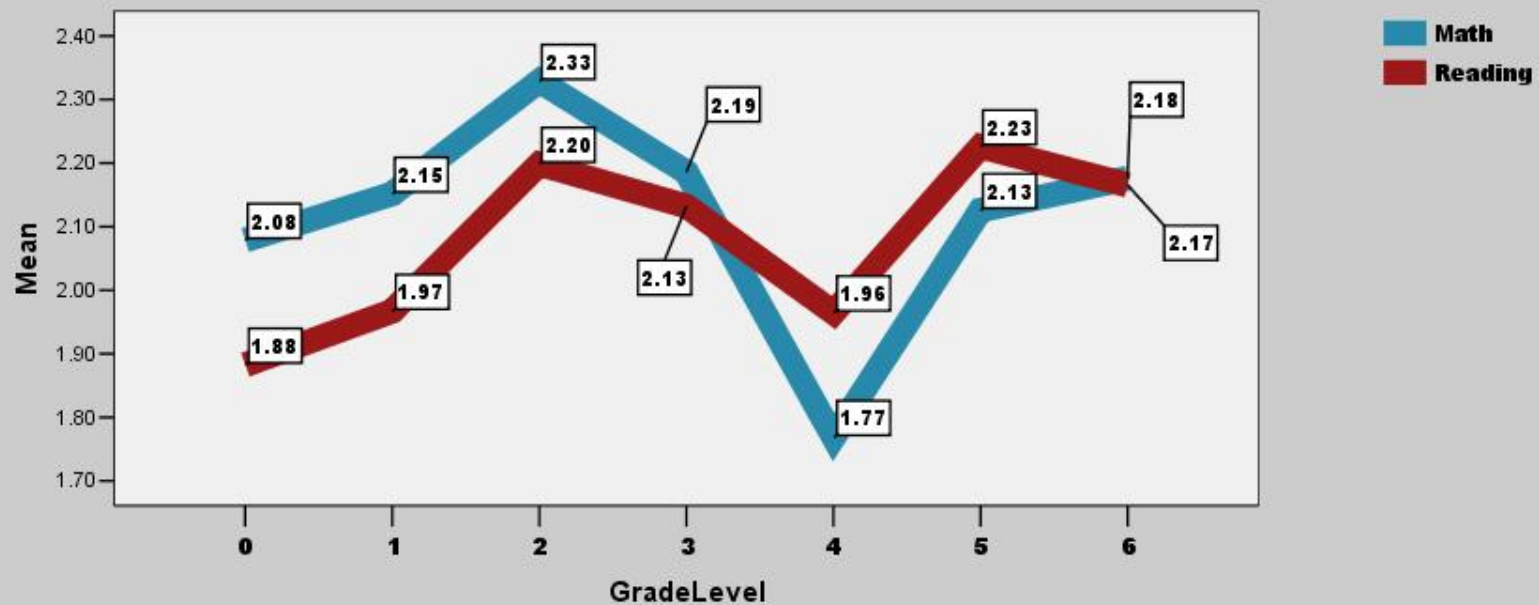
Priority For Service Students (PFS) By Grade Level K-6 (N = 435)



PFS = Average of CRT with Teacher Ratings Less Than Proficient (3.0) AND Education Interrupted

Utah Migrant Program: 2009-2010

Average Teacher Ratings in Reading & Math for Priority Students: Grades K-6 (N = 435)

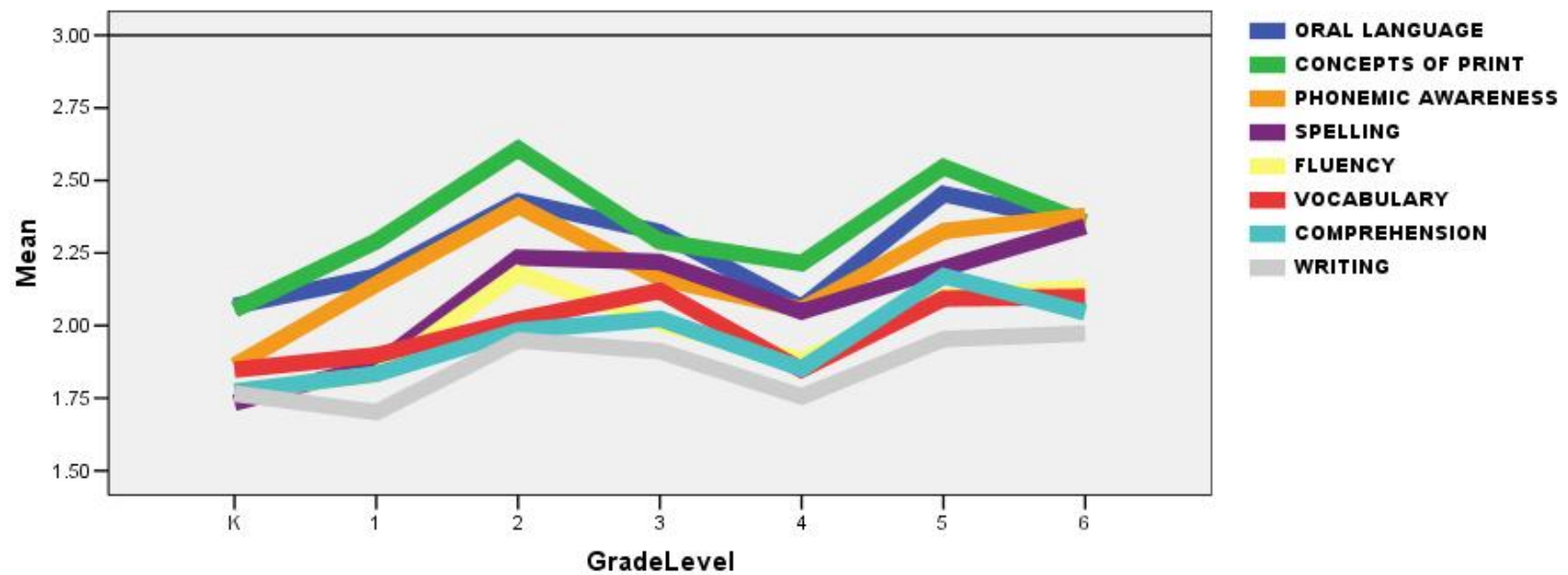


4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

* PFS + Average of CRT and Teacher Ratings Below Proficient (3.0)

Utah Migrant Program: 2009-2010

Average Teacher Ratings in Reading for Priority Students: Grades K-6

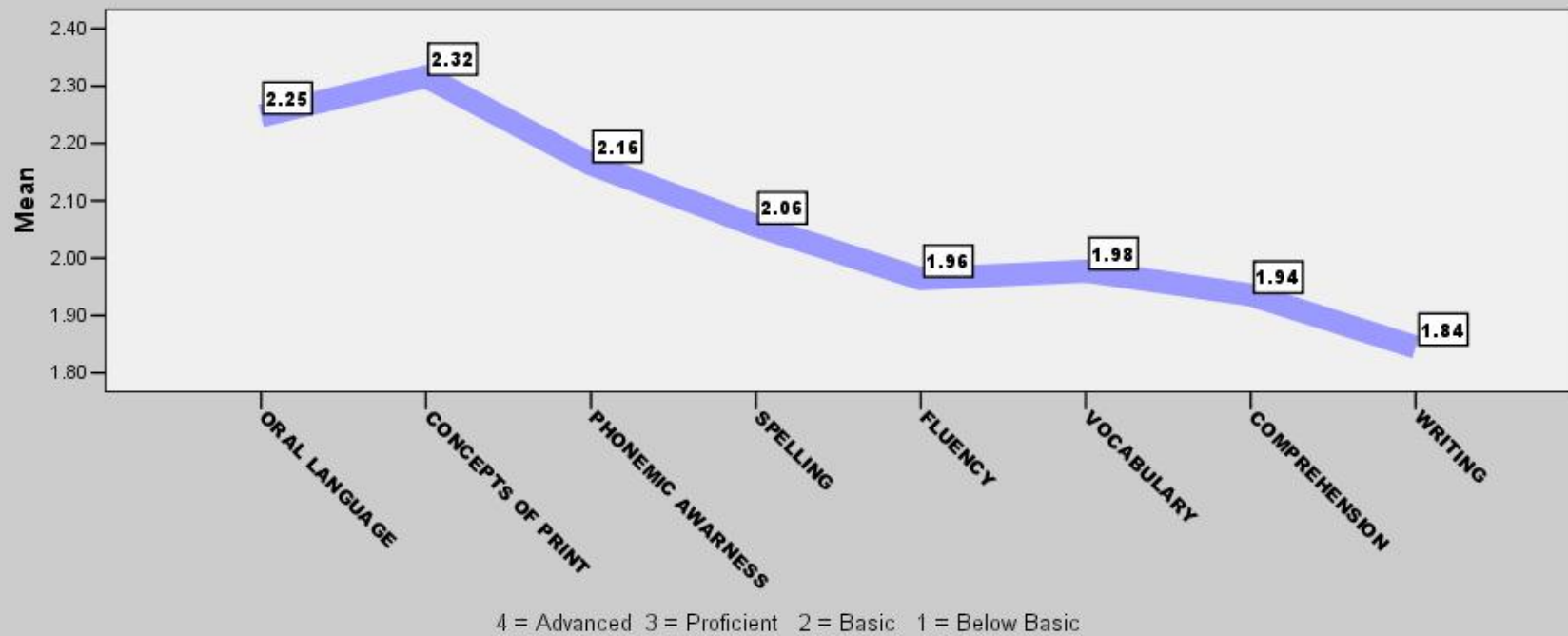


4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

* PFS + Average of CRT and Teacher Ratings Below Proficient (3.0) AND Education Interrupted

Utah Migrant Education Program : 2009-2010

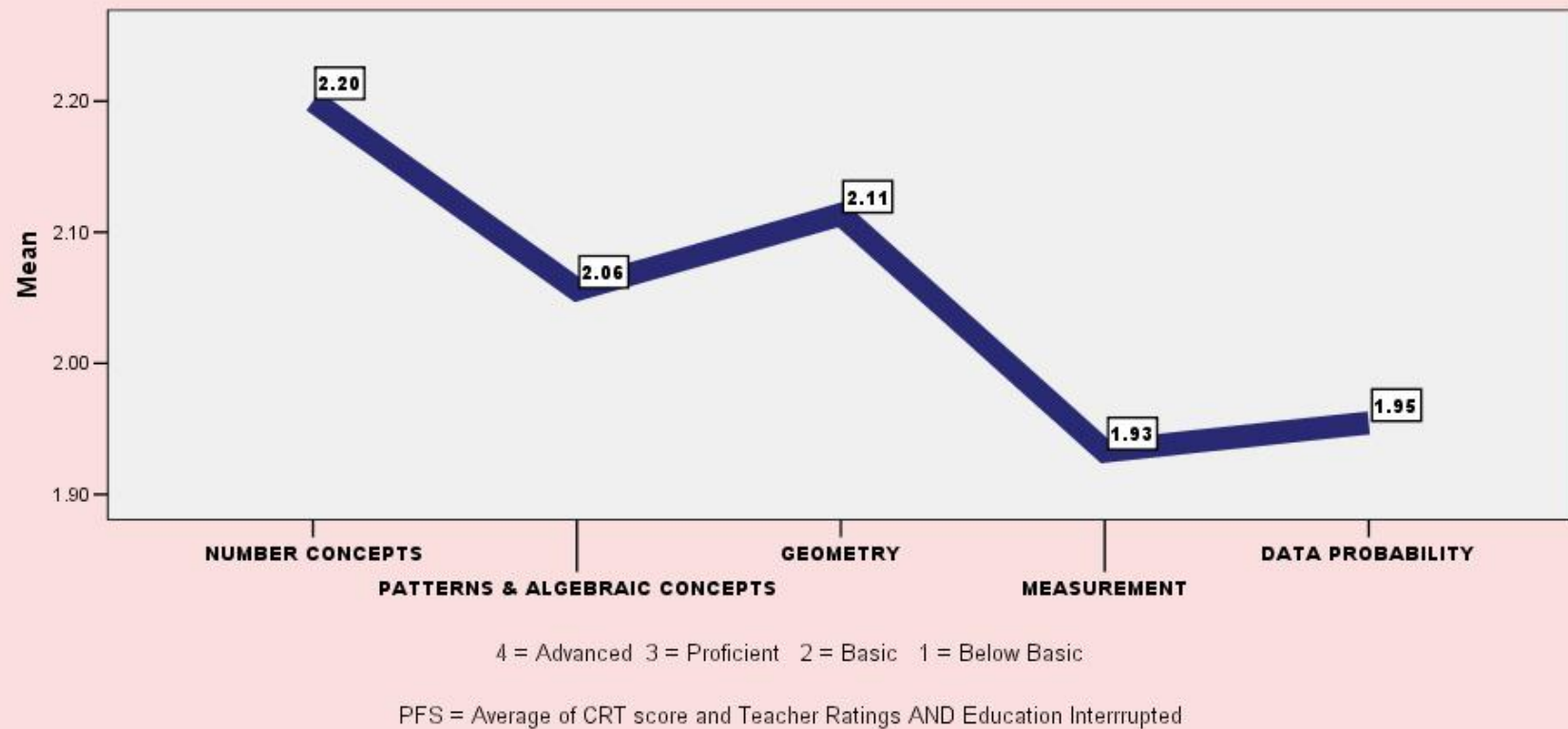
Reading Proficiency By Standard: Priority For Service Students



PFS = Average of CRT score and Teacher Ratings AND Education Interrupted

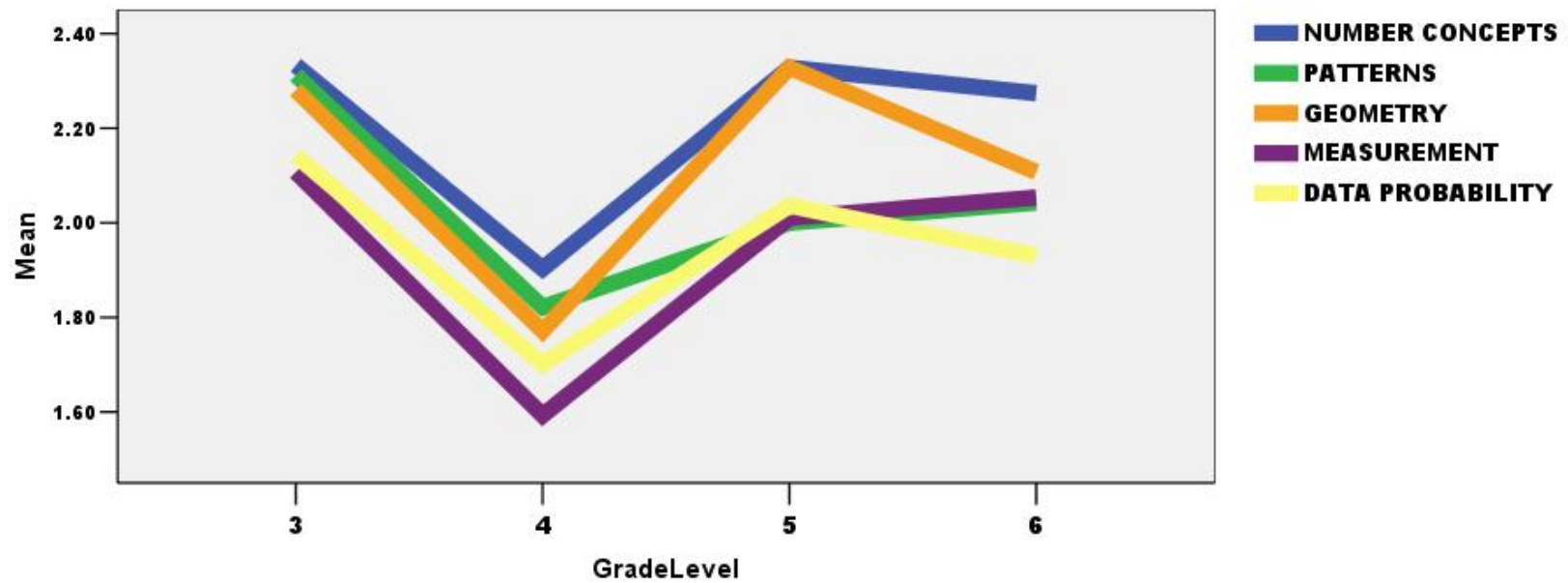
Utah Migrant Education Program : 2009-2010

Math Proficiency By Standard: Priority For Service Students K-6



Utah Migrant Program: 2009-2010

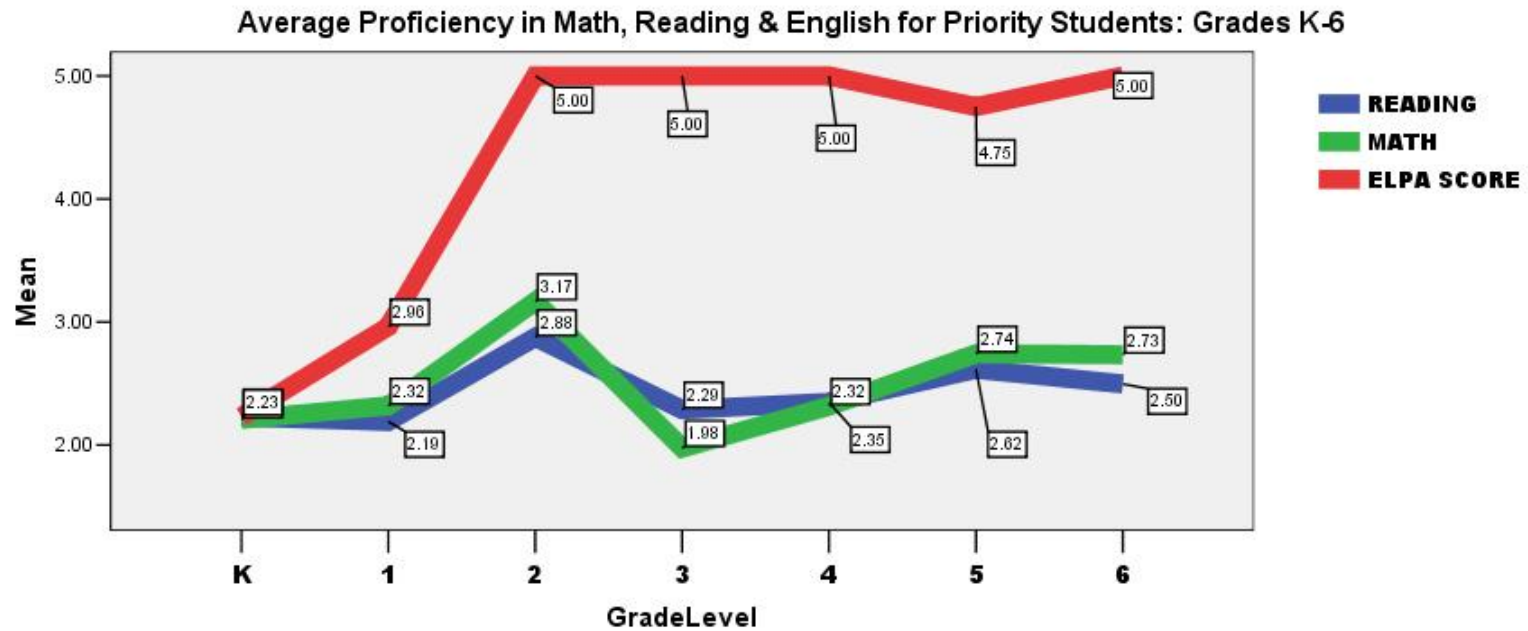
Average Teacher Ratings in Math for Priority Students: Grades K-6



4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

* PFS + Average of CRT and Teacher Ratings Below Proficient (3.0) AND Education Interrupted

Utah Migrant Program: 2009-2010

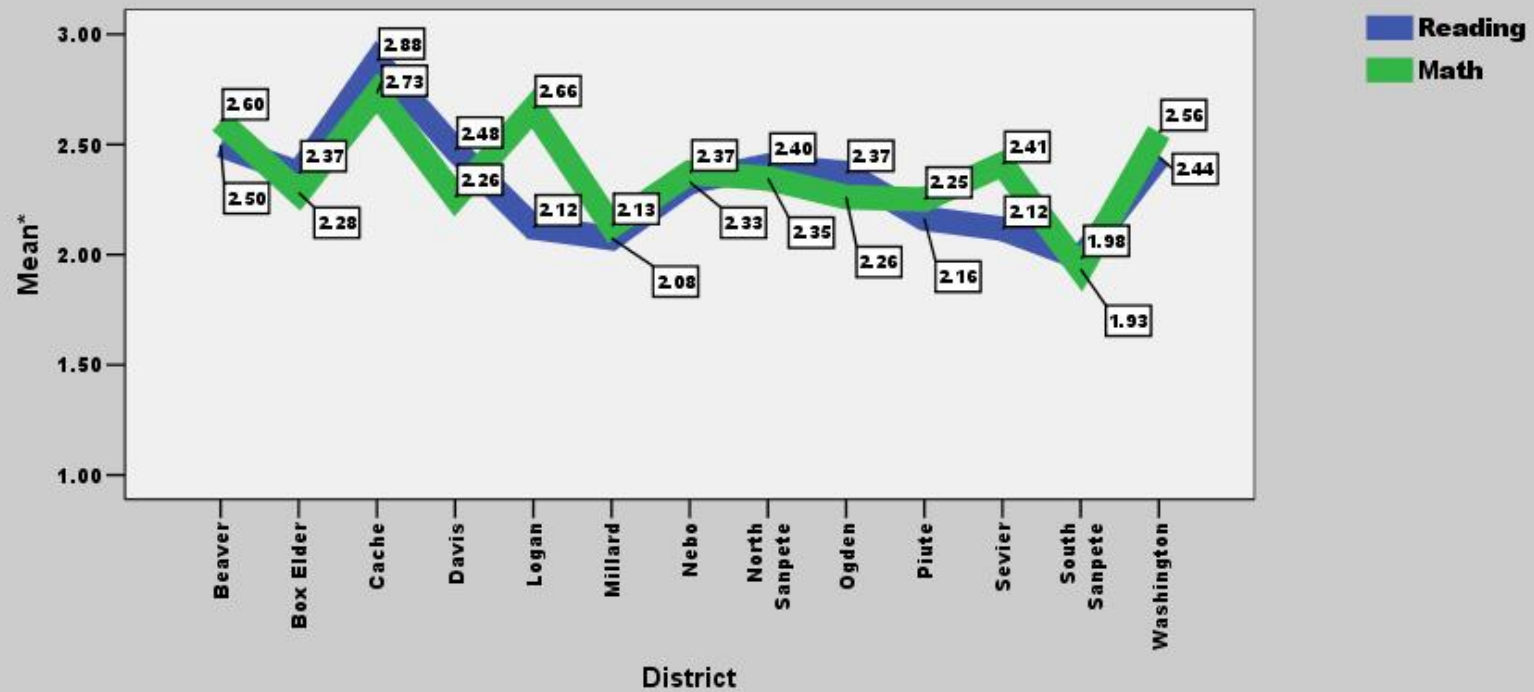


4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

* ELPA SCORE: 1 = Pre-emergent 2 = Emergent 3 = Intermediate 4 = Advanced 5 = Fluent

Utah Migrant Program: 2009-2010

Reading & Math Proficiency By District: K-6 (N = 675)

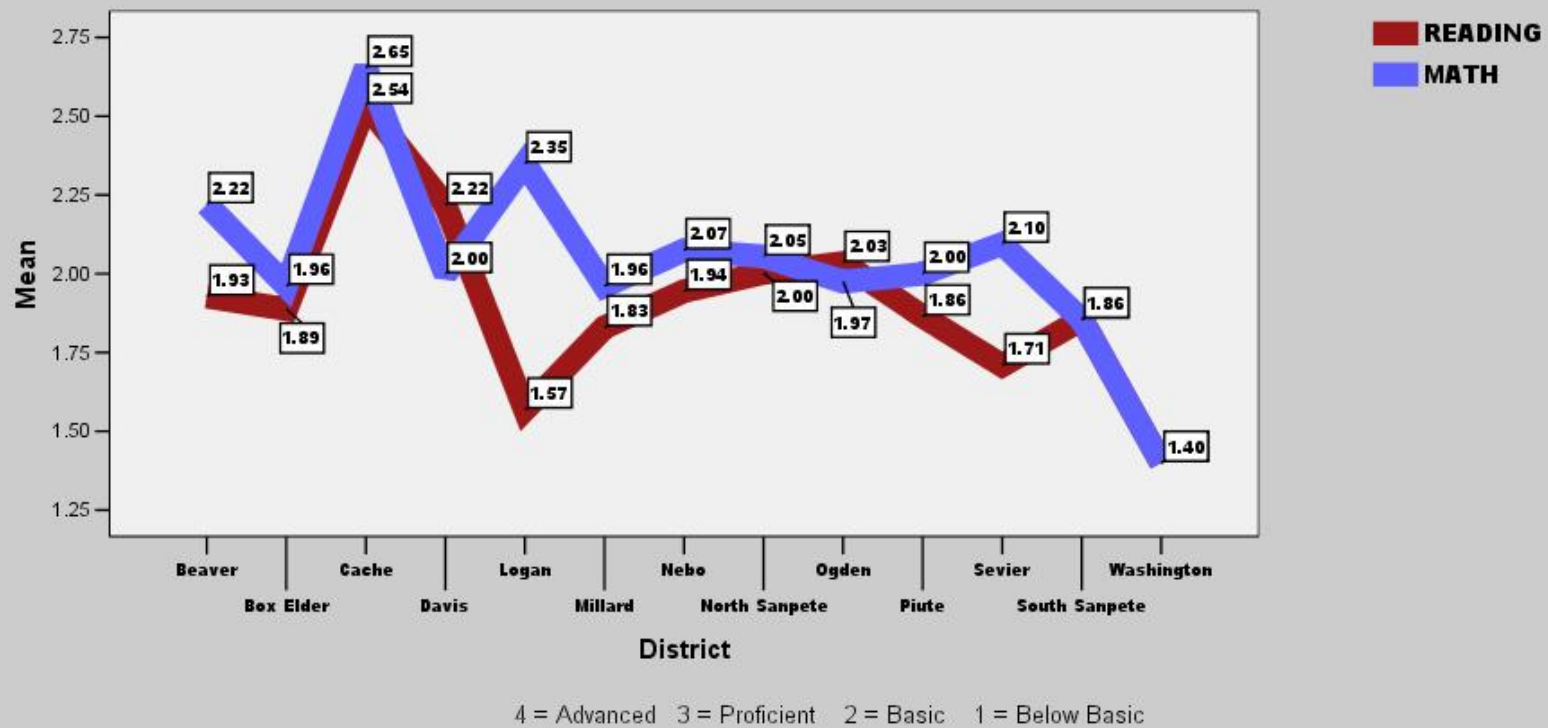


4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

*Average of State CRT Scores and Teacher Ratings

Utah Migrant Program: 2009-2010

Reading & Math Proficiency (Average of CRT & Teacher Ratings) By District Priority For Service Students (N = 435)



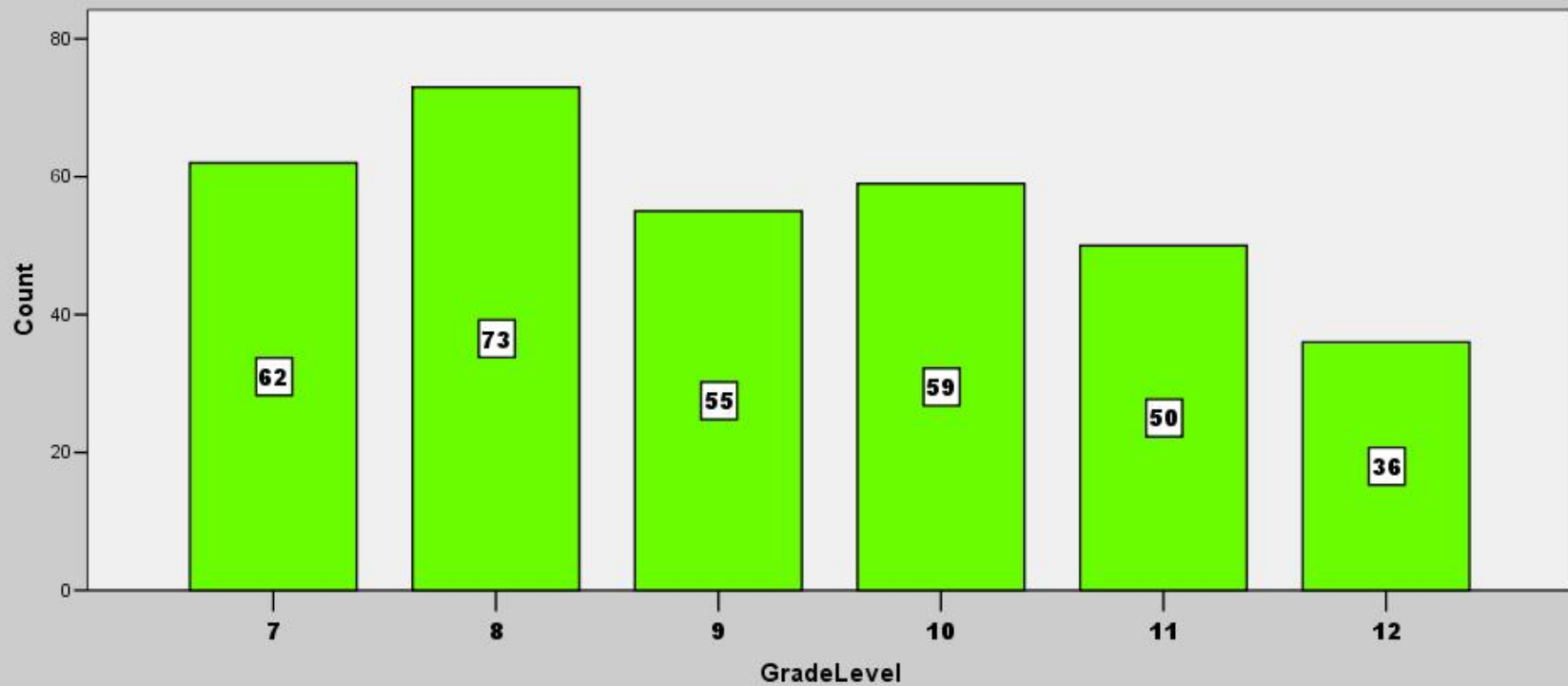
Utah Migrant Program: 2009-2010

Secondary Students (Grades 7-12) Participating in Needs Assessment By District



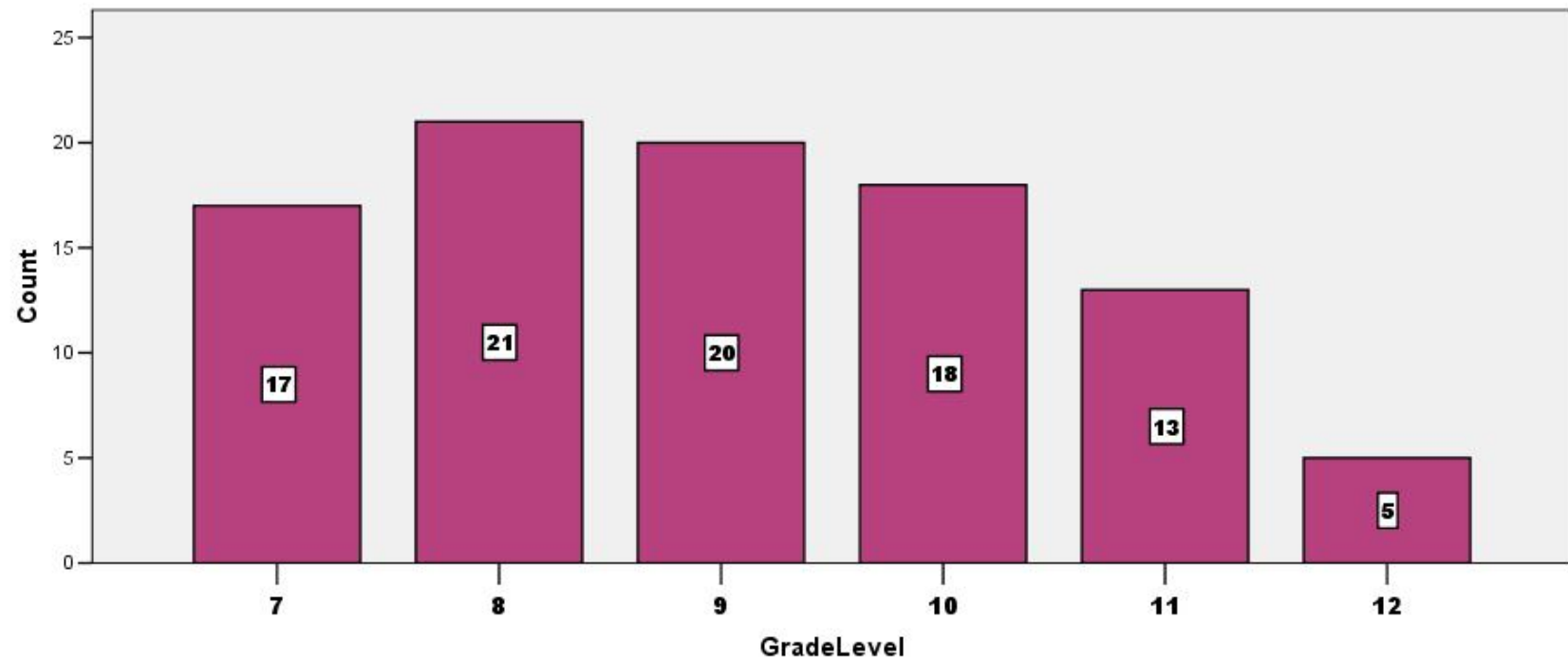
Utah Migrant Program: 2009-2010

Secondary Students (Grades 7-12) Participating in Needs Assessment (N = 335)



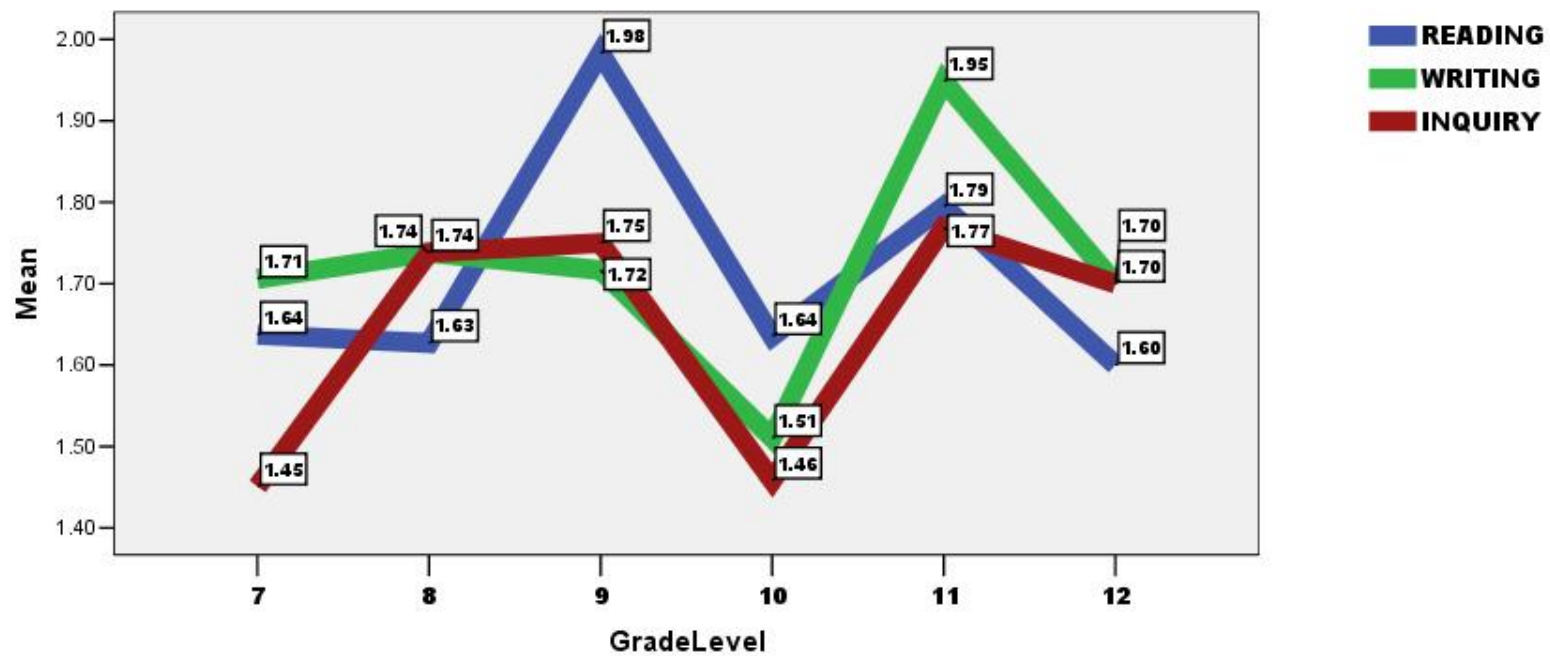
Utah Migrant Program: 2009-2010

Priority For Service (PFS) Students (Grades 7-12) Participating in Needs Assessment (N = 94)



Utah Migrant Program: 2009-2010

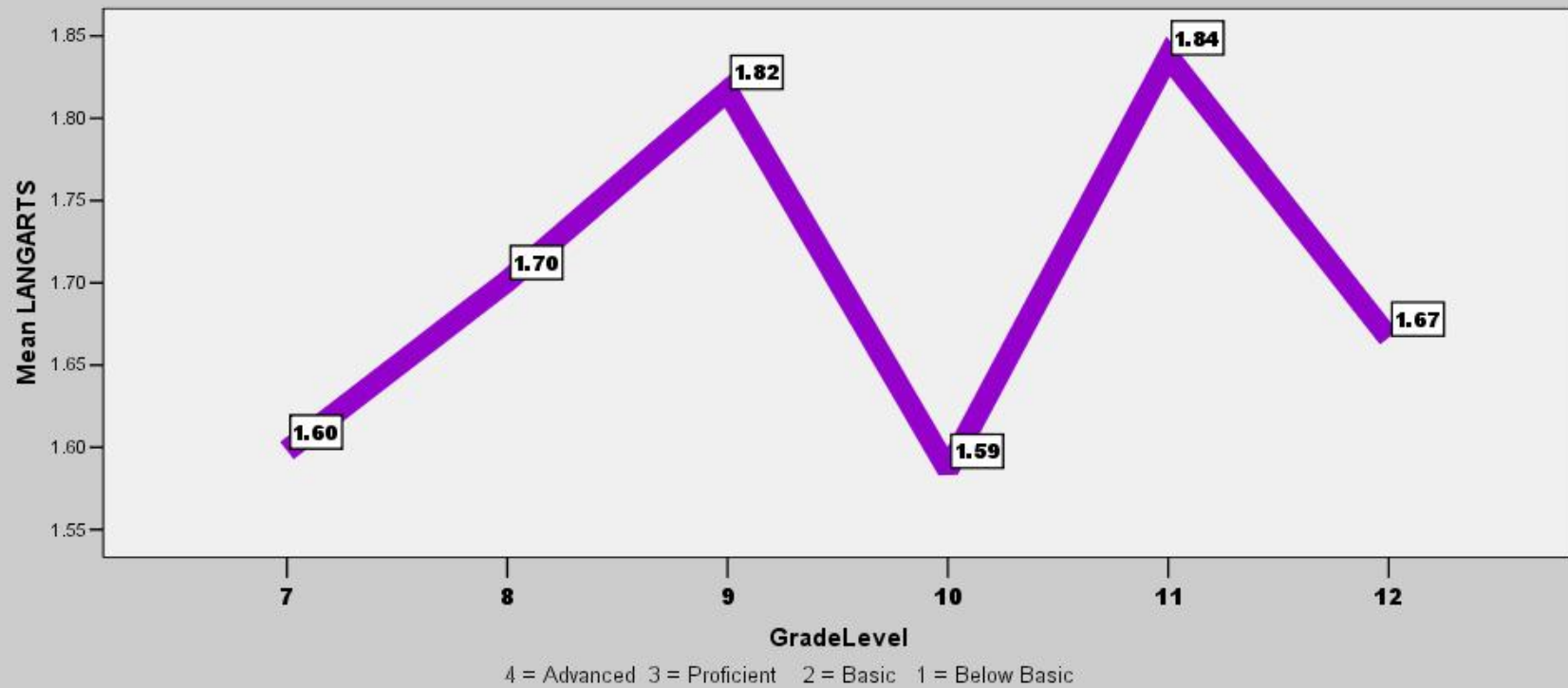
Secondary Proficiency In Language Arts: Priority for Service Students



4 = Advanced 3 = Proficient 2 = Basic 1 = Below Basic

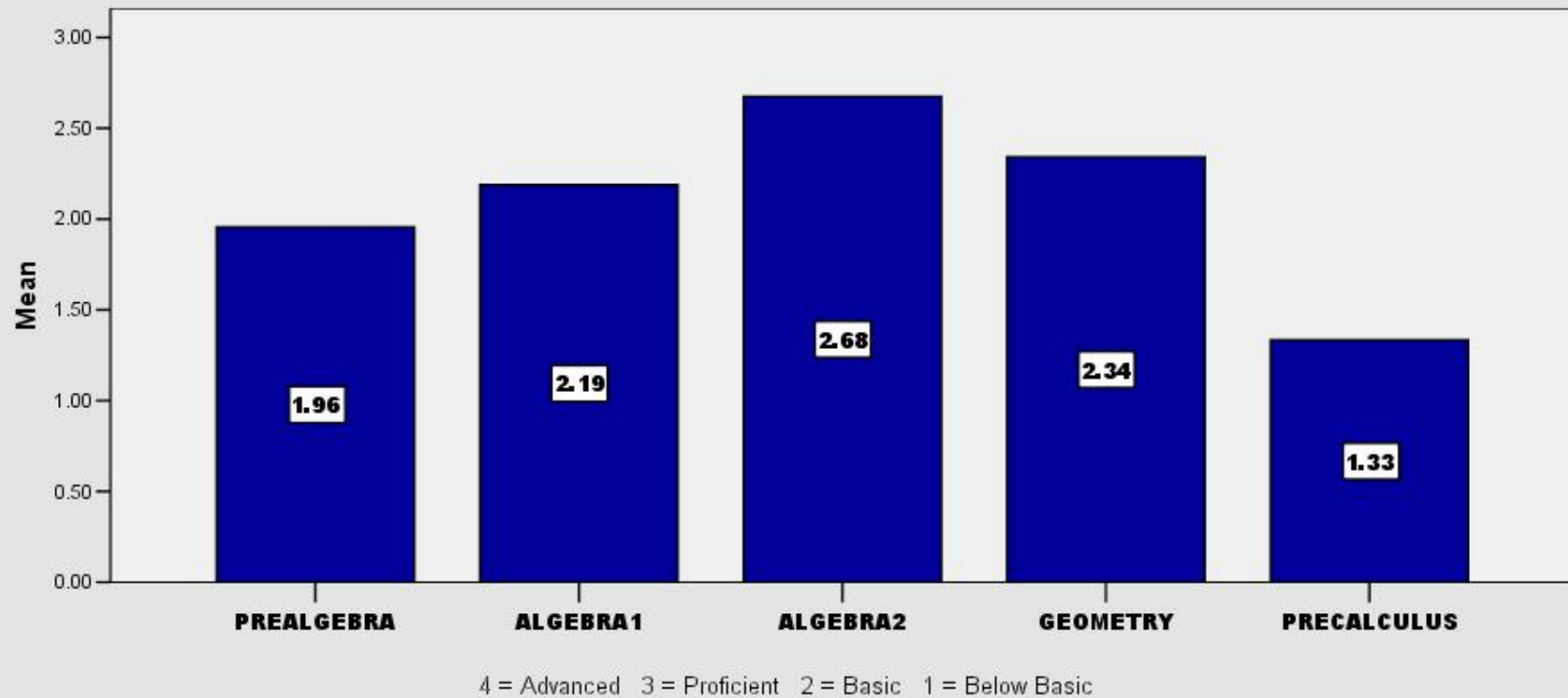
Utah Migrant Program: 2009-2010

Secondary (Grades 7-12) Language Arts Proficiency By Grade (N = 335)



Utah Migrant Program: 2009-2010

Secondary (Grades 7-12) Math Proficiency By Course: Priority For Service Students (N = 94)



Utah Migrant Program: 2009-2010

Language Arts Proficiency By Standard: Grades 7-12 Priority for Service Students

